

Crowlands Primary School



Governor and Parent SEND Report 2017

Written February 2017

Reviewed February 2018

1. Profile of Pupils with SEND

	ST/EHCP	SEND Support
Nursery	0	6
Reception	0	14
Year 1	1	12
Year 2	3	14
Year 3	2	11
Year 4	0	11
Year 5	4	13
Year 6	0	5
Total	10	86

Total number of pupils on SEND register = 96 (13.5% of total pupils attending Crowlands)

2. Areas of Need

	Specific learning difficulties	Speech, language and communication	Autistic Spectrum Disorder	Social, Emotional and Mental Health	Hearing and Visual impairment
EYFS	0	18	3	6	0
KS1	5	17	7	10	0
KS2	21	16	7	18	2
Total	26	51	17	34	2

3. Gender of pupils on school's SEND register

	Boys	Girls
EYFS	15	5
KS1	20	10
KS2	35	11
Total	70	26

4. Other vulnerable groups

	EYFS	KS1	KS2	Total
Total number of SEND pupils who are Pupil Premium	2	13	16	31
Total number of SEND pupils who are Looked After	0	2	2	4
Total number of SEND pupils known to Social Services/Early Help Service	1	6	7	14

5. Staff Skills

Summary of SEND qualifications:

National Award in Special Education Needs Co-ordinator – TH
 Lego Therapy – TH, JS, SW
 Elklan (Speech and Language Course) – CS, JS, HE
 PECs – TH, CM, JS

Summary of staff CPD for SEND 2016-17

Teaching Staff	Teaching assistants and Support Staff
Clicker 7 5P training Accelerated Reader SEND staff insets Team Teach Positive Handling Preparing for Challenge Course (EYFS) Safeguarding Pupil progress meetings Performance Management	Clicker 7 5P training Team Teach Positive Handling Preparing for Challenge Course (EYFS) Sensory Awareness Colourful Semantics Makaton Speech and Language Link Performance Management

Impact on quality teaching and learning

Teachers and teaching assistants have improved knowledge of the range of special needs and how best to support pupils e.g. the use of Clicker 7 to support literacy. This is also evident in teachers planning, pupil progress meetings, book looks and through formal and informal conversations the Learning Support Manager has with all staff.

Support staff are acutely aware of the needs of their pupils and how to plan for and support them. Regular updates from staff delivering the social skills groups indicate a positive effect on pupils' self-esteem and improved social skills.

Speech and Language is a primary focus in the EYFS and evidence from 2015-16 analysis of speech and language interventions indicate that they are having a positive effect on the majority of pupils.

SEND pupil voice questionnaires highlighted that SEND pupils feel well supported and overall enjoy coming to school.

Majority of parents are pleased with the support and inclusion their children receive at Crowlands.

6. Accessibility

Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils	Information can be found in Accessibility Plan and SEND Policy/Report which can be found on the school website
Details of facilities provided to assist access to the school by pupils with disabilities	Information can be found in Accessibility Plan
Admission/transition arrangements for pupils with SEND	Information can be found in the SEND Policy/Report which can be found on the school website

7. Parental involvement in review meetings

100% of parents attended annual review meetings regarding their child's statement/education health and care plan.

The learning support manager ensures he has an 'open door' policy and regularly meets with parents/carers to discuss their child's progress.

8. Exclusions

In 2015/16 there have been no exclusions.

9. Attendance

Whole school attendance - 96%

Attendance of pupils with SEND - 92.5%

10. Achievement and progress of SEND pupils

EYFS – SEND pupils are well below on entry to Nursery or Reception when compared to their peers. Reception SEND pupils who have attended our Nursery provision are progressing more so than those SEND pupils joining us from other Nursery providers. A primary focus on early identification of needs within the EYFS allows us to sign post children to suitable interventions quickly and effectively as well as direct parents to outside organisations who can support them.

KS1 and KS2- SEND pupils continue to show good progress from low starting points. Identified SEND pupils are supported through a number of targeted interventions and having regularly support from additional adults within the classroom.